

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Bret K. Warnke

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ridge View High School

(As it should appear in the official records)

School Mailing Address 519 East Maple Street

(If address is P.O. Box, also include street address.)

City Holstein State IA Zip Code+4 (9 digits total) 51025-7725

County Ida County State School Code Number* _____

Telephone 712-368-4353 Fax 712-368-4843

Web site/URL http://www.rvraptors.org E-mail bwarnke@rvraptors.org

Twitter Handle

@Slate36 Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* David Kwikkel

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: dkwikkel@rvraptors.org

Other)

District Name Galva-Holstein Community School District Tel. 712-368-4353

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board

President/Chairperson Don Friedrichsen

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	28	26	54
10	24	18	42
11	34	31	65
12	32	29	61
Total Students	118	104	222

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 2 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1	245
(5) Total transferred students in row (3) divided by total students in row (4)	0.061
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 1 %
3 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 36 %
 Total number students who qualify: 89

Information for Public Schools Only - Data Provided by the State

The state has reported that 36 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 1 %
15 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	93%	94%	90%	93%	93%
High school graduation rate	100%	97%	100%	97%	97%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	66
Enrolled in a 4-year college or university	32%
Enrolled in a community college	53%
Enrolled in career/technical training program	0%
Found employment	10%
Joined the military or other public service	3%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Our mission is to reach our greatest potential intellectually, socially, emotionally, and physically, thus becoming lifelong learners.

PART III – SUMMARY

Ridge View High School is the shared high school of the Galva-Holstein and Schaller-Crestland school districts. Ridge View High School includes students from the rural communities of Early, Galva, Holstein, Nemaha, and Schaller. It is located in the very heart of the rich, fertile farmlands of Northwest Iowa. The towns have the following populations respectively: 540, 443, 1409, 83, and 732. Galva-Holstein and Schaller-Crestland began sharing in 2010-2011. Both school districts educate their own elementary children through the fifth grade. After fifth grade, Galva-Holstein sends its students to the Schaller-Crestland district for grades six, seven, and eight. Galva-Holstein students then come back along with the Schaller-Crestland students to attend Ridge View High School. Ridge View currently has 222 students enrolled for the 2014-2015 school year.

Over the five years of whole grade sharing our students and families from both districts have come together for the best interests of the students. There was some discussion in fall of 2014 between the school boards on how the sharing is going and if it should continue or if the districts should investigate other options. The boards held public meetings and surveyed community members to gain their input. The major finding of the public meetings and the survey was that everything is going well and that the schools should continue to share and work to improve the system.

The economic makeup of the communities is similar to other rural communities in Iowa. Major industries in our area include Van Top Industries in Holstein, Gomaco in Ida Grove, and Tyson Meats in Storm Lake. Each of those companies do business on a global scale so they employ a variety of people with specific skills. Many of the families have parents commuting to one of these places for work. Students at Ridge View High School are children of adults who work in an office, retail, manufacturing, health field, agriculture, or other professional positions. This gives our district a diverse group of students with varying backgrounds.

The mission of Ridge View is for our students to reach their greatest potential intellectually, socially, emotionally and physically, thus becoming unique life long leaders. The vision of our school is to enable students to make a better world.

Ridge View High School is the pride of our communities as shown by the monetary and volunteer support we have received from our patrons. The Galva-Holstein Educational Foundation is a non-profit organization that has supported the school in endeavors that go beyond what the school district is able to support. They have helped the school upgrade technology and have assisted in raising money for building projects. The most impressive project to date was their partnership with the school to build a performing arts center. The total cost was split up three ways between the school, the owner of Van Top Industries, and private donations. The foundation was responsible in raising the money from the private donations. The foundation raised over \$500,000 in private donations. Additionally, our music and athletic booster clubs have been very active in supporting our students in their respective programs.

Recently, the school completed a major building project, which includes two new science rooms. The new rooms were built to provide the educational experience that is necessary for today's students. With the emphasis in STEM education, our students have a great opportunity to work with state of the art equipment and technology that is found in science.

We are in our third year of being in a trimester schedule. Students have six classes a day and the periods are 62 minutes long. The schedule offers greater flexibility as well as more options than we had on an eight period semester schedule. The extended time allows teachers to plan more activities and to get deeper into the subject. Classes that were full-year courses in the semester system are now completed in two trimesters. We have also started using the professional learning community model for professional development. Teachers have developed units based on the Concept-Based model over the last two years. They are inputting their curriculum into Curriculum Manager, which is a program used to map curriculum.

We have a School Improvement Advisory Committee that is made up of community stakeholders, teachers, students, and administrators. We also have a district leadership team which works with administration on developing district professional development plans and planning the academic calendar to align with those plans.

Ridge View produces students that go on to pursue post-secondary education. We had 82% of our 2013 graduates enroll in an institution of higher education. Comparatively, 71% of our local AEA graduates and 71% of all of Iowa graduates enrolled in a institution of higher education in 2013. Iowa Assessment Data shows that we have high proficiency levels at Ridge View. This was highlighted in 2013-2014 with over 90% of our juniors being proficient in reading and math. Our cohorts also show annual growth on the Iowa Assessments while at Ridge View High School. Our ACT results show that this years seniors are an exceptional group with 10% of our students scoring a 30 ACT Composite Score or better.

Education is a priority of our communities and Ridge View is committed to providing a quality education to all students. Our teachers and staff look after one another and there is a great community feeling in our school. Through the sharing process students have gained the advantages of more offerings and more friendships. Our school is a reflection of the people in our district, which value a strong work ethic, education, and family. We are a community that truly looks out for the best interest of our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Ridge View High School core areas of reading/language arts, mathematics, science and social studies follow the requirements of the Iowa Core curriculum. The subject area is listed below with a review of the courses offered. We feel this curriculum is the backbone of what students need to meet the needs of the 21st century. The curriculum is designed to provide a foundation of knowledge and provide opportunities for real world application.

The language arts department offers the following core courses: English I, English II, English III, English IV-Composition and English IV-Literature. Additionally, we offer Creative Writing, Practical English, and Individualized Reading. Students are also able to sign up for a college composition course once they have finished our composition course. One focus for the English department is to increase the vocabulary of all our students. We use the Vocabulary Power Plus Series for the ACT for the English I through English IV classes. We have seen this has helped our students learn new words each year. It also helps them learn how to understand new words depending on the context of the writing.

The mathematics department offers the following core courses: Basic Algebra I and Basic Algebra II (Algebra I spread out over two years), Algebra I, Geometry, Algebra II, Consumer Math, Pre-Calculus, Topics of Math and Calculus. Students at Ridge View High School have to complete Algebra I prior to graduation. We added Math Topics to our curriculum last year in an effort to bring all the math classes together for real world applications. It was also added in an effort to boost the number of students taking math through their senior year. Students who are below grade level in eighth grade typically enroll in Basic Algebra I. Our Basic Algebra I and Basic Algebra II courses is actually Algebra I taken over two years. We have small sections of students and the teacher is able to work more closely with students to help them improve.

The science department offers the following core courses: General Science, Biology, Environmental Science, Chemistry, Anatomy, and Physics. We also started a course called STEM, which is taught by our science teacher. The STEM class is a student-centered course that also meets as a club outside the middle trimester. Students work on coding, Virtual Reality Educational Platform, Hyper-stream, and their own projects that are centered on science, technology, engineering or mathematics. The teacher serves as a facilitator for the students' learning. In 2011-2012 we had students participate in designing an experiment that went into space on the last flight of the space shuttle Atlantis. The summer following, students were able to go to Washington DC and present their findings at the Smithsonian Air and Space Museum. This truly was a great experience for our students.

The social studies department offers the following core courses: American Issues, US History, Geography, Applied Economics, Global Studies I, Global Studies II, Modern US History, World History I, World History II and American Government. Our social studies classes are focused on critical thinking and students have opportunities to research topics and debate issues in each of the class. They make presentations to each other regularly to practice public speaking. Students are required to take US History and American Government before they graduate. Students take US History as sophomores and American Government as seniors.

Our teachers have been refining their units and lessons this year during late-starts as we have provided a template for them to complete. The template requires teachers to include multiple elements of a concept-based unit. It starts with unit objectives, then moves to how they will transfer what they have learned to use to other situations. Teachers also include the essential questions they want students to answer. There is also a place for teachers to include the differentiated instruction they will provide for students representing different needs. It also includes the necessary vocabulary associated with the unit. Finally, it includes how students will be assessed.

Our vocational classes provide excellent opportunities for our students to develop career readiness skills. We also offer many Post-Secondary Enrollment Option classes through Western Iowa Technical College. In addition, we have students that take dual credit courses through Iowa Central Community College.

Some examples of real world learning experiences offered to Ridge View students include our Multi-Occupations school-to-work program. Students enrolled in MOC are in a career class during the day where they learn employability skills, and are then released from school to work. Our teacher communicates regularly with the student's employer, they consult with one another on how the student is progressing, and if there are concerns those are discussed and the student works to improve. We also have the Transitional Alliance Program (TAP) which is grant funded program for our students who qualify for vocational rehab and also have an IEP. We have an associate that works with them on 21st Century Career skills and life skills. Our TAP worker will help students find and apply for jobs. She also goes out to the work site and observes them as they work. She then works with the students on how to improve their work skills.

All students, starting with the class of 2016, are required to participate in one job shadow. Our counselors work with students to place them with a career person of their interest. Students then follow the person for a day and interview them to learn as much as they can about the job. They write a reflection of the day and share that with the counselor. They are also expected to send a thank you letter to the employers. We feel this experience will help students make career decisions and help them become more aware of what they need to know to be career ready.

2. Other Curriculum Areas:

Ridge View's visual arts curriculum includes Art Fundamentals, which is a one-trimester course and is a prerequisite for all other art courses and it is offered to all grades. The next course offered is Painting and Drawing, which is a two-trimester course and is offered to freshmen through seniors. Advanced art courses such as Photography and Ceramics are offered to sophomores through seniors. Finally, students may take Advanced Art to work on a specific art of their choice. Some students wish to continue to focus on painting, drawing, ceramics or photography and they can do that in Advanced Art. It is student centered and the teacher works as a consultant to students as they work on their projects. Students are able to repeat that course to continue to advance in a particular area and work on art that they particularly excel in producing.

Ridge View performing arts classes include Marching Band, Concert Band, Jazz Band, and Choir. We actually offer band and choir during the same period so it is easier for students to schedule them both and still have ability to take other electives. Students who are in both band and choir alternate days attending those classes. Students in both classes get a half credit for band and a half credit for choir. Ridge View has found that the additional rehearsal time available in the trimester schedule has helped make up for the alternating days and our groups continue to excel. The music department routinely receives high ratings in competitions and the jazz band made it to the state competition in 2012.

The physical education department has certainly seen an increase in demand. Ridge View offers a traditional Physical Education class and a Fitness and Conditioning class to all grades. Students have definitely seen the benefits of the fitness and conditioning class on their overall health. They receive important nutrition information in class and you can see how many of RV students have developed healthy eating habits. They also work on agilities, flexibility, and strength training. The PE teachers implement plans for students based on their needs. Students may take a physical education class each trimester. Some students take Fitness and Conditioning or PE all three trimesters. The students that have taken the fitness classes are collectively in good health, are rarely injured, and perform well in academic courses. Ridge View also has a Health I course which is required for all students and they take that as freshmen. After Health I students may take Health II class as a sophomore, junior, or senior.

Ridge View offers several vocational programs including: Family and Consumer Science (FCS), Industrial Technology, Business, Agriculture, and Health Occupations. Students have two tracks in FCS to take, with one being in the foods area with Foods I being offered to grades 9-12. It is the prerequisite to Foods II and Cultural foods. The other area is in Child Development. Freshmen are encouraged to take Child

Development I first but it is not required. Students can also take Child Development II and Tweens and Adolescent Behavior. The child development program is articulated with Western Iowa Technical College.

Ridge View offers business classes focused on teaching business concepts and teaching students to be more proficient with technology. These classes include General Business, Marketing, Accounting, Advanced Accounting, Personal Finance, and Multi-Occupations Class. Ridge View then has Computer Applications I and II and Computer Science for students interested in Microsoft Office applications and coding respectively. Students taking Computer Applications receive college credit through Western Iowa Technical Community College and they also receive a certificate that shows they are proficient in Microsoft Office applications.

Agriculture classes include Intro to Agriculture Food and Natural Resources (AFNR), Animal Science, Plant Science, Agriculture III, Agriculture IV, and Ag Mechanics. AFNR, Animal Science, and Plant Science all use the Curriculum for Agricultural Science Education (CASE). CASE curricular materials provide a high level of educational experiences to students to enhance the rigor and relevance of agriculture, food, and natural resources (AFNR) subject matter. Besides elevating the rigor of AFNR knowledge and skills, CASE provides purposeful enhancement of science, mathematics, and English language understanding.

CASE develops curriculum utilizing science inquiry for lesson foundation and concepts are taught using activity-, project-, and problem-based instructional strategies. In addition to the curriculum aspect of CASE, the project ensures quality teaching by providing extensive professional development for teachers that leads to certification.

The Health Occupations program is taught by our school nurse and includes three Western Iowa Community College courses. First, students are able to earn college credit for the Certified Nursing Assistant (CNA) class and CNA Clinical. We also have a Health Occupations course for students interested in learning about more career possibilities in health. Finally, students can also take the Medical Terminology course which is prerequisite for many health field programs.

Four years of Spanish are offered for our foreign language. The courses include Spanish I, Spanish II, Spanish III, and Spanish IV.

We require all students to enroll in a class where they will learn the essentials of personal finance. Students may choose between Independent Living, Applied Economics or Personal Finance to meet the requirement. Given our society's financial debt crisis, we determined that it was vital that we focus on those lessons in a course.

In addition to the classes above, we also offer dual credit courses through a couple of community colleges. We regularly offer Introduction to Psychology and Introduction to Sociology through Iowa Central Community College. Instruction is provided through the Iowa Communications Network and is offered to other schools that are on a trimester schedule. The classes are completed in one trimester.

Ridge View prides itself on offering a wide range of classes that can meet the unique needs of our students. We have something for everyone and if we can't provide the course through a teacher in the classroom we have OdysseyWare to offer courses online to students.

3. Instructional Methods and Interventions:

The last two school years, 2012-2013 and 2013-2014, Ridge View has been a member of the Southwest Consortium, which is a group of ten schools in the Prairie Lakes AEA. The first year of the consortium teachers investigated the ELA and Math Standards of the Iowa Core Curriculum, which is inclusive of the Common Core. Last year, teachers began developing units according to the Concept-Based Curriculum & Instructional Framework. The Concept-Based Unit design is a three-dimensional design model that allows teachers to identify what is important for students to know, understand, and be able to do in an organized, planned unit of instruction that promotes student engagement and thinking. During instruction, teachers use

concepts as a tool to help students make connections between facts and related ideas in order to reach a deeper understanding of the content.

Prior to the Southwest Consortium our staff participated in a yearlong study of the findings Robert Marzano shared in his book, Classroom Instruction That Works. Teachers were put in groups of three and they took turns sharing out to the rest of the staff on one of the nine strategies that have shown effectiveness in increasing student achievement. Teachers focused on using those strategies as they developed their lessons.

We have implemented Learning Centers that serve our at-risk students. Students we place in the learning center can be in danger of failing multiple classes, failed at least one class, or are below proficiency in math or reading. The purpose of the learning center program is to provide guided study to those students for their school work. Students who are below proficiency in math and reading may also be specifically placed with either a math or English teacher in a learning center depending on their need. The implementation of learning centers for at-risk students has been effective in lowering the number of failures. Another significant aspect of our learning centers is the link between school and home as learning center teachers communicate with parents on the progress of their students. They also develop short-term and long-term learning goals with students for each trimester.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

When looking at all students in grades 9-11 in Ridge View High School during the 2013-2014 school year, 89% scored proficiently in mathematics on the Iowa Assessments, with 19% scoring at the advanced level. This percentage of students proficient has increased 10 points over the years, with 9-11th grade proficiency levels at 79% in the 2009-2010 school year.

Students may take Algebra I or General Math in 8th grade depending on their readiness for Algebra. Then as freshmen we have some students who move on to Geometry from Algebra I. Others will retake Algebra I and the students who take General Math will either move on to Algebra I or Basic Algebra I. Basic Algebra I is the first part of Algebra I over two trimesters. We have found that these opportunities ensure that the student can be properly placed in the correct math class. We want to have confidence that students in their freshmen year fully comprehend the material. Ridge View feels this has helped students master the fundamentals of Algebra which extends into all other math disciplines.

Ridge View students also achieve at high levels on the Iowa Assessments in reading. When looking at all students in grades 9-11 during the 2013-2014 school year, 91% scored proficiently in reading on the Iowa Assessments, with 15% scoring at the advanced level. This percentage of students proficient has increased 21 points over the years, with 9-11th grade proficiency levels at 70% in the 2010-2011 school year.

Vocabulary has been a focus, with students taking four years of English with vocabulary being emphasized in every class. Words are selected from Vocabulary Power Plus Prep for ACT series.

Ridge View also utilizes OdysseyWare, which offers online courses to students for credit recovery, determining reading and math levels, and for remediation. Ridge View has a learning center where a teacher guides students through their work.

There are no large gaps in achievement between lower socioeconomic and higher socioeconomic students, or males and females in the Ridge View high school in both math and reading. When comparing students with an Individualized Education Plan (IEP) and Non IEP students, there is a gap of 18 percentage points in math and 36 percentage points in reading achievement.

To address these gaps, IEP students regularly complete probes to determine progress in math and reading. The STAR Reading Assessment is used to monitor reading skills. The above-mentioned OdysseyWare is used with IEP students to supplement their instruction and is used as an accommodation for students, providing the opportunity for an alternative class option. Curriculum decisions, instructional strategies and interventions are developed to address IEP students' needs through team meetings.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The administrative team works with a data analyst to assist staff with Iowa Assessment results. Proficiency and growth of all students are charted, and classroom teachers are able to identify specific students not meeting performance and/or growth expectations. Staff are able to identify the specific Skill Domains with which each student is struggling, and teachers use this information to design classroom strategies and instruction. Student Progress Reports are shared with students and parents to show testing history and are used as a tool for goal-setting, with counselors available to discuss results.

Ridge View High School has been targeted in Annual Progress Report (APR) goals for improvement and has met all goals set for them in all curricular areas.

The ASVAB (Armed Services Vocational Aptitude Battery) is given to Ridge View's 11th graders each year, along with the NWEA MAP test given at all grade levels. These tests provide staff and administrators with multiple measures of looking at performance and growth of all students.

Professional Learning Communities (PLC's) use assessment results to plan professional development with a

focus on the Iowa Core and rigor. Ridge View is committed to giving all students every opportunity to learn the concepts and essential skills of the Iowa Core.

These PLC's, along with the District Leadership Team use assessment results to guide their decisions on effective instructional practices and design, and curriculum alignment. Work is being done to identify curricular gaps and overlaps in order to make necessary alignment changes.

Ridge View proudly informs parents, students and community members with regards to student achievement through a monthly newsletter, its district website, and the Annual Progress Report. Various committees also provide an opportunity for sharing, with the School Improvement Advisory Committee monitoring the creation and accomplishment of goals based upon academic achievement. The district School Board is continually informed of academic progress. Finally, parents and students have access to PowerSchool, the district's student information system, allowing them to continually monitor the academic progress of students.

Part VI School Support

1. School Climate/Culture

A large part of a successful school is keeping students engaged and motivated not only academically, but also providing them with supports socially and emotionally. This has evolved at Ridge View High School over the past five years. A strong program continues to evaluate where it is at and makes necessary changes as the school continues to address its diverse and changing needs. As a staff, we can provide academic, social, and emotional supports to our student body in several ways. Some of the ways are addressed whole group in an assembly setting while others are addressed individually as situations present themselves.

Students are supported academically in the classroom and learning center. If a student is in need of supports outside the classroom with a particular subject, a student may be referred to our learning center. Students working in the learning center are provided guided study with a smaller student to teacher ratio. This allows the teacher to monitor student work and help prevent failures. It also provides structure for students to work on credit recovery courses. Students may also receive special assistance in math or reading in the learning center. Teachers, counselors, and administrators support the learning center.

Students are also supported emotionally. We had our entire student body take the Olweus Bullying Self-Assessment last spring to collect data on school climate needs. One area of need was to address our school climate and make efforts to have a more positive school climate. We have started having our seminar groups address school climate issues. With the help of Rachel's Challenge curriculum, we have started a chain reaction of kindness in the building. We are also sharing facts about bullying to make students aware of what bullying is and how it can be addressed at Ridge View High School. A follow up survey will be done this spring to see if our data has improved. This has not only helped with student-to-student interactions, but also contributes to a positive environment among teachers. Teachers have participated in reading *The Energy Bus* to encourage a positive school environment as well.

Our counseling department along with our entire staff can support our students' social needs. The philosophy of the Ridge View Counseling department is to have a comprehensive guidance and counseling program that builds off the foundations of the TK-5 and 6-8 programs. We provide services in the areas of guidance curriculum, responsive services, individual planning, and system support of the building.

Our staff have many leadership opportunities at Ridge View. Teachers may serve on the School Improvement Advisory Committee, District Leadership Team, or Technology Committee. Ridge View will regularly survey staff before making major decisions. We also have a technology director who will help our teachers integrate technology with their lessons.

In an effort to support teachers, Ridge View provides the necessary staff to help teachers in the classroom. We have paraprofessionals in classes to assist teachers working with students with special needs. Additionally, we have a student's assistance team that will meet to discuss interventions for at-risk students. One of these interventions is offering the aforementioned learning center.

Ridge View believes it is imperative to have a positive culture in our building where our staff works as a team to educate and prepare students for the future. With that vision in mind we had our entire staff read the book, *"The Energy Bus"* by Jon Gordon. The book shares ten rules for approaching life from a positive perspective. After reading the book, the staff went through a school inservice program that is related to the study. It was a productive day as staff had the opportunity to share what they wanted to see in our school. The experience provided staff with an opportunity to communicate expectations they have of themselves and for one another. The staff pledged to be "All In" as we do whatever it takes for our students.

2. Engaging Families and Community

Ridge View has two active advisory committees that support the school's mission and act as partners and consultants on how we should progress as a school. One committee is the School Improvement Advisory

Committee (SIAC) and the other one is the Career and Technical Education Advisory Council (CTEAC). The SIAC is made up of community members, parents, students, staff and administration from both Galva-Holstein and Schaller-Crestland. It meets four times a year and will make recommendations to the school board. The recommendations are based on major educational needs, student learning goals, curriculum, assessment, and instruction. The SIAC will also make long range and annual goals that include, but are not limited to, the state indicators that address reading, mathematics and science achievement. Additionally, it makes recommendations to the board regarding bullying and harassment prevention including programs, training and initiatives.

Our CTEAC supports our vocational programs. Our vocational programs include family and consumer science, industrial technology, agriculture, health science, and business. Each of those programs has an advisor from the industry sit on the committee. We also have students who are interested in those career path areas join in as part of the advisory group. We will meet as a committee at least once annually and share information on programs, discuss concerns from the respective industries on what is needed for workers going into those areas, and make goals for the program.

We also have the Galva-Holstein Education Foundation, which financially supports the school with projects that go beyond the general budget. They were the major player in making a performing arts center at Ridge View a reality. They developed a plan while working with the school to receive one \$500,000 donation from the owner of a major industry in Holstein. They also raised an additional \$500,000 from private donations. The school then picked up the rest of the cost.

We also have the Raptor Athletic Booster Club and the Ridge View Music Booster Club. Both organizations have helped raise money for our athletic and music programs.

The Galva-Holstein Scholarship Foundation, which is under the umbrella of the Educational Foundation group, raises money to provide scholarships for our graduating seniors. Students earn points by helping in community service programs. Funds are raised through community donations and students apply for scholarships when they are seniors. They earn scholarships based on the number of points they have earned since they have been in high school.

3. Professional Development

Ridge View High School follows the Iowa Professional Development Model (IPDM). The goal of IPDM is to provide teachers with high quality professional development that will positively impact student achievement. The IPDM includes the school district developing a plan that incorporates peer collaboration, researched-based instructional practices, modeling, observation, and personal accountability. Ridge View High School then develops a building plan that is aligned with the district's. Teachers also develop individual plans that are tied to the district plan. Recently, our approach has centered on what the individual teacher needs and desires in professional development. In order to meet individual teacher needs we have subscribed to Edviation.com, which is an online professional development tool from School Improvement Network. Edviation.com includes over a thousand professional development videos. Teachers are able to find videos on Edviation related to their individual career plan goals. Teachers then view the videos pertaining to that subject and answer reflection questions. After watching the video they have the opportunity to implement the lessons learned and then they go back into Edviation and reflect on how the implementation worked. All of this activity can be followed by administration to see how teachers are progressing and add assistance when needed. At the end of the year the teachers will meet with the principal individually to discuss how they progressed toward their goals.

Another advantage of Edviation is that we can create courses for our teachers to complete and they can receive license renewal credit through our local area education association. For example, this year teachers are completing a course on establishing and maintaining professional learning communities. Edviation also provides a system for observation and a way to keep all the information in one place. Principals are able to do walk-throughs or formal evaluations on mobile devices that can connect to Edviation.com. The observation templates give the principals the ability to share videos with teachers to watch that are related to the area that is being observed. This is a handy tool for administrators and teachers. For example, a

principal may share a video on establishing effective classroom management with a teacher who appears to have difficulty with that based on a formal or informal observation.

We have also set up late starts this year where teachers are given time to work on developing Concept-Based Units based on the template they were given at the beginning of the year. They are also using the time to add the units to the curriculum manager, which helps teacher make sure that the enacted curriculum matches the intended curriculum.

4. School Leadership

The school leadership philosophy at Ridge View High School is based on sharing leadership. We have a district leadership team in place that we lean on in making district wide decisions with representatives from each building. We also have a building leadership team that is made up of our entire high school staff. Our high school administrative team is comprised of one principal, an activities director, and a technology director. We also have exceptional administrative assistants that are crucial to Ridge View's success. The administration at Ridge View seeks input from its staff, parents, and students.

The following process was used to make decision to change our term structure from semesters to trimesters and number of periods from eight to six is an example of how the administration, staff, and the community work together to make decisions. We had a growing concern at the high school that we needed more options for students and more efficient use of time. As a result of that concern we created a School Day Study team to delve into different schedule options. The team focused on a few schedules such as modified block, traditional schedule, and trimesters. Through research and discussion the team chose to investigate the trimester system more deeply. The team talked with school leaders who have implemented the trimester schedule. It also invited an administrator and counselor from Aplington-Parkersburg to explain the system. The team also traveled to a school that had implemented the trimester system to talk with teachers on how to teach in a trimester system, which is similar to teaching in a block schedule. We also studied the schools on trimesters to see if there were any significant differences in student achievement. We did not see any so the next step was to survey teachers from four schools who had recently made a change to find out how things are going and we found them to be positive. We then had a meeting to share the possible change with parents and community members. We had a presentation and showed the advantages and the disadvantages of the system. We had a good turn out including some board members. We were able to answer questions and hear concerns from the public. We then surveyed the staff and asked them if they wanted to change schedules and we had over two-thirds of the faculty respond favorably to making the switch. The team then presented to the board and made a recommendation for the high school to change our schedule from the traditional eight-period semester schedule to a six-period trimester schedule. The school board voted unanimously to make the change.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Iowa Assessments/Iowa Tests of Educational Development</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Iowa Testing Program - Riverside Publishing</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Oct	Oct	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	85	91	89	74	75
% Advanced	26	23	17	11	19
Number of students tested	68	65	63	61	32
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	83	83	81	64	40
% Advanced	13	13	6	9	0
Number of students tested	23	23	16	22	5
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	33	80	83	0	0
% Advanced	0	0	0	0	0
Number of students tested	3	5	6	3	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	88	92	89	81	77
% Advanced	28	25	20	13	19
Number of students tested	65	59	54	52	31
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The Iowa Tests of Educational Development (ITED) were administered in the 2009-10 and 2010-11 school years. The Iowa Assessments (IA) were administered in 2011-12, 2012-13 and 2013-14 school years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Iowa Assessments/Iowa Tests of Educational Development</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Iowa Testing Program - Riverside Publishing</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Oct	Oct	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	94	86	88	82	72
% Advanced	15	14	12	27	25
Number of students tested	65	63	57	55	36
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	96	67	84	67	38
% Advanced	0	7	5	17	0
Number of students tested	28	15	19	12	8
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	83	100	0	0
% Advanced	0	0	0	0	0
Number of students tested	5	6	6	1	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	85	86	85	71
% Advanced	17	17	14	28	26
Number of students tested	58	54	50	53	35
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Iowa Assessments/Iowa Tests of Educational Development</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Iowa Testing Program - Riverside Publishing</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Oct	Oct	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	85	85	81	86	89
% Advanced	10	18	19	17	20
Number of students tested	41	68	70	63	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	71	78	73	80	79
% Advanced	0	0	4	7	14
Number of students tested	14	18	26	15	14
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	60	50	80	100	0
% Advanced	0	0	0	0	0
Number of students tested	5	2	5	5	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	88	86	81	87	87
% Advanced	12	18	20	20	23
Number of students tested	34	66	64	55	31
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The Iowa Tests of Educational Development (ITED) were administered in the 2009-10 and 2010-11 school years. The Iowa Assessments (IA) were administered in 2011-12, 2012-13 and 2013-14 school years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments/Iowa Tests of Educational Development</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Iowa Testing Program - Riverside Publishing</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Oct	Oct	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	94	83	78	64	75
% Advanced	16	22	13	15	31
Number of students tested	68	65	63	61	32
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	91	74	75	50	60
% Advanced	9	0	6	14	40
Number of students tested	23	23	16	22	5
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	67	60	83	33	0
% Advanced	0	20	0	0	0
Number of students tested	3	5	6	3	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	85	80	63	77
% Advanced	17	22	15	17	32
Number of students tested	65	59	54	52	31
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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Publisher: <u>Iowa Testing Program - Riverside Publishing</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Oct	Oct	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	92	81	84	80	78
% Advanced	14	11	11	15	19
Number of students tested	65	63	57	55	36
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	85	67	79	75	50
% Advanced	0	7	0	8	0
Number of students tested	27	15	19	12	8
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	80	100	100	0	0
% Advanced	0	0	0	0	0
Number of students tested	5	6	6	1	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	80	82	83	77
% Advanced	16	13	12	15	20
Number of students tested	58	54	50	53	35
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The Iowa Tests of Educational Development (ITED) were administered in the 2009-10 and 2010-11 school years. The Iowa Assessments (IA) were administered in 2011-12, 2012-13 and 2013-14 school years.

STATE CRITERION--REFERENCED TESTS

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School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Oct	Oct	Nov
SCHOOL SCORES*					
% Proficient plus % Advanced	85	84	83	68	77
% Advanced	15	15	20	10	14
Number of students tested	41	68	70	63	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	79	72	73	60	50
% Advanced	0	0	15	0	7
Number of students tested	14	18	26	15	14
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	80	50	60	80	0
% Advanced	0	0	0	0	0
Number of students tested	5	2	5	5	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	85	85	84	67	74
% Advanced	18	15	22	11	16
Number of students tested	34	66	64	55	31
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The Iowa Tests of Educational Development (ITED) were administered in the 2009-10 and 2010-11 school years. The Iowa Assessments (IA) were administered in 2011-12, 2012-13 and 2013-14 school years.